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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** Where we are in Place and Time | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators: -** Extends patterns both left and right using objects (with 3 objects, using at least two variables colour and shape)  -Connects number names and numerals to the quantities they represent  - Using objects finds draws and orders all possible 2-number combinations to make numbers 5-9 | | | | | | **Skills:** | | | | | |
| **Materials:** worksheet with dotted numbers, different objects and 2 variables (colour and shape), Cuisenaire rods (1-5) and a die. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 8 oct. 15-19** | | | | **Time: 45 min.** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:** Explain briefly the two teachers’ stations activities and emphasize on the independent one. | | | | | | | | | | | |
| **Main Activity: STATION** **1**  **(Independent)**   * Children have to join the dots from 1 to 20 in both sides until complete the two figures. * They have to count the dots and write the number   **STATION 2 (Teacher) Extend patterns – Left side**  The teacher will have ready the beginning of a pattern using different objects with 2 variables (colour and shape), and with the children’s help they will extend the pattern to the right first, then the teacher will ask how can they extend it to the left; if they don’t know the teacher should explain where to start the pattern to extend it to the left. At the end, they should read it all. If there is extra time, the teacher can provide different objects with 2 variables (colour and shape) to do it by themselves.  **STATION** **3**  **(Teacher)** **Rods value (1-5)**  The teacher will have ready the Cuisenaire rods from 1 to 5, 5 rods of 1 and a die.  The teacher will give one or two Cuisenaire rods to each child and by taking turns they will roll the die; according to the number in the die they should show the corresponding rod. If the child does not know the value of the rod, the teacher will ask:   * ***What is the value of this rod? (show 1 cm rod)*** * ***If I give these little rods to you, show me how many would you need to get the same length as the one that you have? So, what is the value of the rod that you have?*** | | | | | | | | | | | |
| **Closing:** Ask children how did it go with the independent work and do the reflection about it. | | | | | | | | | | | |